

LOCAL PROGRAM PROJECTIONS: PERFORMANCE INDICATORS WORKSHEET

Core Indicator #1: Demonstrated Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.

Performance Measures	Year 2	Year 3
Beginning Literacy (ABE) The percentage of adult learners enrolled in Beginning Literacy who completed that level (# completed level ÷ enrolled = % completed)	____% of beginning literacy enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level	____% of beginning literacy enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level
Beginning ABE The percentage of adult learners enrolled in Beginning ABE who completed that level (# completed level ÷ enrolled = % completed)	____% of beginning ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level	____% of beginning ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level
Low Intermediate ABE The percentage of adult learners enrolled in Low Intermediate ABE who completed that level (# completed level ÷ enrolled = % completed)	____% of low intermediate ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level	____% of low intermediate ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level
High Intermediate ABE The percentage of adult learners enrolled in High Intermediate ABE who completed that level (# completed level ÷ enrolled = % completed)	____% of high intermediate ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level	____% of high intermediate ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level

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Performance Measures	Year 2	Year 3
Beginning Literacy ESL The percentage of adult learners enrolled in Beginning Literacy ESL who completed that level (# completed level ÷ enrolled = % completed)	____% of beginning literacy ESL enrollees will acquire (validated by standardized assessment) the level of English language skills (speaking, listening, reading and writing) needed to complete the level	____% of beginning literacy ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the level
Beginning ESL The percentage of adult learners enrolled in Beginning ESL who completed that level (# completed level ÷ enrolled = % completed)	____% of beginning ESL enrollees will acquire (validated by standardized assessment) the level of English language skills (speaking, listening, reading and writing) needed to complete the level	____% of beginning ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the level
Low Intermediate ESL The percentage of adult learners enrolled in Low Intermediate ESL who completed that level (# completed level ÷ enrolled = % completed)	____% of low intermediate ESL enrollees will acquire (validated by standardized assessment) the level of English language skills (speaking, listening, reading and writing) needed to complete the level	____% of low intermediate ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the level
High Intermediate ESL The percentage of adult learners enrolled in High Intermediate ESL who completed that level (# completed level ÷ enrolled = % completed)	____% of high intermediate ESL enrollees will acquire (validated by standardized assessment) the level of English language skills (speaking, listening, reading and writing) needed to complete the level	____% of high intermediate ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the level

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Performance Measures	Year 2	Year 3
Low Advanced ESL The percentage of adult learners enrolled in Low Advanced ESL who completed that level (# completed level ÷ enrolled = % completed)	____% of low advanced ESL enrollees will acquire (validated by standardized assessment) the level of English language skills (speaking, listening, reading and writing) needed to complete the level	____% of low advanced ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the level
High Advanced ESL The percentage of adult learners enrolled in High Advanced ESL who completed that level (# completed level ÷ enrolled = % completed)	____% of high advanced ESL enrollees will acquire (validated by standardized assessment) the level of English language skills (speaking, listening, reading and writing) needed to complete the level	____% of high advanced ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the level

LOCAL PROGRAM PROJECTIONS: PERFORMANCE INDICATORS WORKSHEET

Core Indicator #2: Placement in, retention, or completion of postsecondary education, training, unsubsidized employment or career advancement.

Performance Measures	Year 2	Year 3
Placement in postsecondary education or training The percentage of adult learners (with a goal of advanced education or training) who entered education or training (# entered postsecondary education/training ÷ # with goal of advanced education/training = postsecondary placement rate)	____% of adult learners with a goal of advanced education or training will enroll in postsecondary education or training	____% of adult learners with a goal of advanced education or training will enroll in postsecondary education or training
Placement in unsubsidized employment The percentage of adult learners not employed at program entry, with an employment goal who entered unsubsidized employment by the first quarter after program exit quarter (# adults obtaining unsubsidized employment in the first quarter after program exit quarter ÷ # not employed adults, at entry, with an employment goal = employment rate)	____% of adult learners not employed at enrollment (and in the workforce) will obtain unsubsidized employment	____% of adult learners not employed at enrollment (and in the workforce) will obtain unsubsidized employment
Retention in Unsubsidized Employment The percent of relevant adult learners who retained unsubsidized employment in the third quarter after exit quarter from the program Note: Relevant adults are defined as: 1. Those enrolled adults employed at program entry with a job retention goal; 2. Those enrolled adults not employed at program entry with an employment goal who obtained employment by the end of the first quarter after exit quarter. (# relevant adults still employed in an unsubsidized job in the third quarter after program exit quarter ÷ # of relevant adults = job retention rate)	____% of the relevant enrollment will retain unsubsidized employment in the third quarter after the program exit quarter	____% of the relevant enrollment will retain unsubsidized employment in the third quarter after the program exit quarter

LOCAL PROGRAM PROJECTIONS: PERFORMANCE INDICATORS WORKSHEET

Core Indicator #3: Receipt of a secondary school diploma or its recognized equivalent.

Performance Measures	Year 2	Year 3
High School Completion The percentage of adult learners with a High School Completion goal, who earned a high school diploma or recognized equivalent (# adults obtaining high school credential ÷ # of adults with high school completion goal = high school completion rate)	____% of adults with a high school completion goal will earn a high school diploma or recognized equivalent	____% of adults with a high school completion goal will earn a high school diploma or recognized equivalent
Low Adult Secondary Education The percentage of adult learners enrolled in Low Adult Secondary Education who completed that level (# completed level ÷ enrolled = % completed)	____% of low ABE enrollees will acquire (validated by standardized assessment) the level of English language skills (speaking, listening, reading and writing) needed to complete the level	____% of low ABE enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the level
High Adult Secondary Education The percentage of adult learners enrolled in High Adult Secondary Education who completed that level (# completed level ÷ enrolled = % completed)	____% of high ABE enrollees will acquire (validated by standardized assessment) the level of English language skills (speaking, listening, reading and writing) needed to complete the level	____% of low ABE enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the level

PROGRAM YEAR 2001 ACTIVITIES AND EVALUATIONS WORKSHEET

Project Name: _____ Date: _____
 Agency: _____ Approved By: _____

Core Indicator #1: Activities and Evaluations used to support and document student achievement.

Performance Measures	Activities	Evaluation
Beginning Literacy (ABE) The percentage of adult learners enrolled in Beginning Literacy who completed that level (# completed level ÷ enrolled = % completed)		
Beginning ABE The percentage of adult learners enrolled in Beginning ABE who completed that level (# completed level ÷ enrolled = % completed)		
Low Intermediate ABE The percentage of adult learners enrolled in Low Intermediate ABE who completed that level (# completed level ÷ enrolled = % completed)		
High Intermediate ABE The percentage of adult learners enrolled in High Intermediate ABE who completed that level (# completed level ÷ enrolled = % completed)		
Beginning Literacy (ESL) The percentage of adult learners enrolled in Beginning Literacy (ESL) who completed that level (# completed level ÷ enrolled = % completed)		

PROGRAM YEAR 2001 ACTIVITIES AND EVALUATIONS WORKSHEET

Project Name: _____ Date: _____
 Agency: _____ Approved By: _____

Core Indicator #1: Activities and Evaluations used to support and document student achievement.

Performance Measures	Activities	Evaluation
Beginning ESL The percentabe of adult learners enrolled in Beginning ESL who completed that level (# completed level ÷ enrolled = % completed)		
Low Intermediate ESL The percentage of adult learners enrolled in Low Intermediate ESL who completed that level (# completed level ÷ enrolled = % completed)		
High Intermediate ESL The percentage of adult learners enrolled in High Intermediate ESL who completed that level (# completed level ÷ enrolled = % completed)		
Low Advanced ESL The percentage of adult learners enrolled in Low Advanced ESL who completed that level (# completed level ÷ enrolled = % completed)		
High Advanced ESL The percentage of adult learners enrolled in High Advanced ESL who completed that level (# completed level ÷ enrolled = % completed)		

PROGRAM YEAR 2000 AND 2001 PERFORMANCE INDICATORS

(Performance Indicator Forms must be completed with local projections and included with the completed proposal.)

Project Name: _____ Date: _____
 Agency: _____ Approved By: _____

Core Indicator #2: Placement in, retention, or completion of postsecondary education, training, unsubsidized employment or career advancement.

Performance Measures	Year 2	Year 3
Placement in postsecondary education or training The total number of adult learners		
Placement in unsubsidized employment The percentage of adult learners (in the work force) who obtained unsubsidized employment		
Retention in or job advancement The number of adult learners who were retained		

PROGRAM YEAR 2000 AND 2001 PERFORMANCE INDICATORS

(Performance Indicator Forms must be completed with local projections and included with the completed proposal.)

Project Name: _____ Date: _____
 Agency: _____ Approved By: _____

Core Indicator #3: Receipt of a secondary school diploma or its recognized equivalent.

Performance Measures	Year 2	Year 3
High School Completion The number of adults enrolled who earned a high school diploma or recognized equivalent		
Low Adult Secondary Education The percentage of adult learners enrolled in Low Adult Secondary Education who completed that level	____% of low ABE enrollees will acquire (validated by standardized assessment) the level of English language skills (speaking, listening, reading and writing) needed to complete the level	____% of low ABE enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the level
High Adult Secondary Education The percentage of adult learners enrolled in High Adult Secondary Education who completed that level	____% of high ABE enrollees will acquire (validated by standardized assessment) the level of English language skills (speaking, listening, reading and writing) needed to complete the level	____% of low ABE enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the level